



Gifted Education Program Guidelines

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Gifted Education Program Guidelines

Revised March 2024

Effective November 2024

Missouri Department of Elementary and Secondary Education

Main Office

205 Jefferson St.

Jefferson City, MO 65101

Mailing Address

P.O. Box 480

Jefferson City, MO 65102-0480

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INTRODUCTION

Who is the Gifted Learner?

Section 162.675, RSMo, defines gifted children as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum."

A gifted learner is one who

- exhibits precocious capacity and learning potential;
- is identified by competent professionals; and
- needs an academic environment beyond standard grade level curriculum.

Why is Gifted Education Important?

Gifted and talented students need an academic environment to meet their learning needs so they can make continuous progress in school. They need

- challenging curriculum;
- meaningful enrichment;
- accelerated learning opportunities; and
- appropriate social and emotional support.

The myth that "gifted students will do fine on their own" is not supported by research. Gifted students need services provided by well-trained teachers, who challenge and support them, in order to fully develop their gifts and talents.

STATE LAW

By law and tradition, Missouri school districts are expected to provide programs of instruction suitable for the full range of student ability, from students with disabilities through those who are academically advanced. In 1973, the Missouri General Assembly recognized that there are a limited number of students whose mental capacity and learning potential are so advanced that they need services beyond the level of those ordinarily provided. As a result, that same year, the General Assembly authorized the state program for gifted students. In so doing, the General Assembly did not intend to diminish in any way the regular program of instruction or to supplant existing programs for the academically advanced students. The intent was clearly to support special efforts to increase the educational opportunities available for students who are identified as gifted.

The state special education law (Missouri House Bill 474) enacted in 1973, authorized the State Board of Education to establish standards for special programs for gifted students. The following sections of state law pertain to gifted education programs:

[Section 162.675, RSMo](#), defines gifted children as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum."

[Section 162.720, RSMo](#), states:

For school year 2024-25 and all subsequent school years, if three percent or more of students enrolled in a school district are identified as gifted and their development requires programs or

services beyond the level of those ordinarily provided in regular public school programs, the district shall establish a state-approved gifted program for gifted children.

...

For school year 2024-25 and all subsequent school years, any teacher providing gifted services to students in districts with an average daily attendance of more than three hundred fifty students shall be certificated in gifted education. In districts with an average daily attendance of three hundred fifty students or fewer, any teacher providing gifted services shall not be required to be certificated to teach gifted education, but such teacher shall annually participate in at least six clock hours of professional development focused on gifted services. The school district shall pay for such professional development focused on gifted services.

...

No district shall identify a child as gifted based on the child's participation in an advanced placement course or international baccalaureate course. Districts shall identify a child as gifted only if the child meets the definition of gifted children as provided in section 162.675.

In 2008, the Interstate Compact on Educational Opportunity for Military Children was enacted to facilitate transition of military children:

The compact states ([Section 160.2000, RSMo](#)) that “the receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include but are not limited to 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.”

In 2012, the legislature implemented [Section 160.1990, RSMo](#), to facilitate transition of foster children:

“The receiving school shall initially honor placement of a foster care student in educational programs based on current educational assessments conducted at the sending school or participation or placement in like programs in the sending school. Such programs include, but are not limited to, gifted and talented programs and English as a second language (ESL). This requirement does not preclude the receiving school from performing subsequent evaluations to ensure appropriate placement of the student.”

Districts must report: “whether the school district currently has a state-approved gifted education program, and the percentage and number of students who are currently being served in the district's state-approved gifted education program.” **This information appears on their annual report card. ([Section 160.522, RSMo](#)).**

In 2013, [Section 161.249, RSMo](#), established the Advisory Council on the Education of Gifted and Talented Children (the Council). The Council has seven members, and two alternates, appointed by the Commissioner of Education. Members serve for a term of four years and alternates serve for a term of one year. Members must be Missouri residents and are selected based on their knowledge and experience with the education of gifted and talented children. The Council provides advice to the Commissioner and State Board of Education regarding all rules and policies relating to the education of gifted and talented children.

In 2016, the legislature promulgated a state law ([Section 163.031.6, RSMo](#)) that requires a withholding for districts that experience a significant drop in identified and served gifted students:

"In the 2017-18 school year and in each subsequent school year, if a district experiences a decrease in its gifted program enrollment of twenty percent or more from the previous school year, an amount equal to the product of the difference between the number of students enrolled in the gifted program in the current school year and the number of students enrolled in the gifted program in the previous school year multiplied by six hundred eighty dollars shall be subtracted from the district's current year payment amount. The provisions of this subdivision shall apply to districts entitled to receive state aid payments under both subsections 1 and 2 of this section but shall not apply to any school district with an average daily attendance of three hundred fifty or less."

The payment adjustment provision was first implemented in the 2017-18 school year. To determine the payment adjustments, desk audits are completed using the data submitted by districts in their October Missouri Student Information System (MOSIS) Student Information files indicating if a student is identified as gifted and currently being served in a state-approved gifted program. Districts with state-approved gifted programs need to accurately complete the required Core Data and MOSIS information about these programs to ensure compliance with the provisions of this legislation.

In 2018, the review policy and acceleration policy were passed into law:

According to [Section 162.720.5, RSMo](#), "any district with a gifted education program...shall have a policy, approved by the board of education of the district, that establishes a process that outlines the procedures and conditions under which parents or guardians may request a review of the decision that determined that their child did not qualify to receive services through the district's gifted education program."

According to [Section 162.722, RSMo](#), "each school district shall establish a policy, approved by the board of education of that district, that allows acceleration for students who demonstrate: (1) advanced performance or potential for advanced performance and (2) the social and emotional readiness for acceleration. The policy shall allow, for students described in this section, at least the following types of acceleration (1) subject acceleration; and (2) whole grade acceleration."

A chronology of gifted education developments in Missouri is provided in [Appendix A](#).

SCOPE OF GIFTED PROGRAMS

In accordance with the definition of giftedness, which is set forth in the law, the programs for the gifted will be in the general academic areas and/or in the fine arts. It should be recognized that gifted students are capable of outstanding performance in one or more academic area and may also display outstanding ability in one or more of the fine arts. It is further recognized that outstanding intellectual, creative thinking, reasoning, and problem-solving abilities contribute singly and in various combinations to such performance. Consequently, school systems will need to assess a variety of student abilities and to design appropriate program services that will challenge and develop these abilities.

It is important to note that state-approved gifted programs are designed for a continuum of gifted learners, regardless of academic achievement. While some gifted students achieve at a high level, there are gifted students who struggle academically, socially, and/or emotionally. State-approved gifted programs are intended for students whose needs are not met in existing school programs because of their precocious capacity and

learning potential. The task is to identify these students and to provide educational opportunities that will challenge and develop their abilities.

“Failure to help the gifted child is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we could be as a society.” -Dr. James Gallagher

GENERAL ADMINISTRATIVE PROCEDURES FOR STATE-APPROVED GIFTED PROGRAMS

School System Procedures

1. Annually, a Department of Elementary and Secondary Education (DESE) gifted program application form shall be completed by the district/charter to indicate that the school system has a gifted program. This electronic form is due on July 15 for the upcoming school year.
2. Additional gifted program information is to be submitted electronically to DESE's MOSIS/Core Data Section in the appropriate reporting cycle as outlined by DESE's Office of Data Systems Management (See [Appendix B](#)).
3. Gifted programs must establish a systemic and equitable process for identification and selection of students. The process shall use multiple criteria, equitable and objective measures, and a competent professional evaluation (see [Guidelines for Student Selection](#) for more information).
4. For school year 2024-25 and all subsequent school years, any teacher providing gifted services to students in districts with an average daily attendance (ADA) of more than 350 students must be certificated in gifted education. In districts with an ADA of 350 students or fewer, teachers providing gifted services are not required to be certificated to teach gifted education but must annually participate in at least six clock hours of professional development focused on gifted services. The school district will pay for such professional development focused on gifted services. For specific questions regarding certification, call the Educator Certification Section at 573-751-0051.
5. Instructional staff positions and assignments must be documented by names of staff members and course assignments reported to DESE in the MOSIS/Core Data Collection System. Program code "08" is only to be used in reporting state-approved gifted positions and assignments.

6. School systems shall establish and maintain on file in the school system
 - a. the program goals and learner outcomes that should be achieved by gifted students participating in the program;
 - b. the program activities which shall be beyond the level normally provided in regular school programs and contribute to meeting the needs of the gifted students; and
 - c. the results of an annual evaluation report shall be completed on or before June 30 of each program year.

DESE Procedures

DESE will make the Gifted Education Program Guidelines available to all local school systems on DESE's Gifted Education webpage.

1. The Director of Gifted Education is available for consultation with school system personnel at GiftedEducation@dese.mo.gov, 573-751-7754, or by appointment.
2. The Director of Gifted Education shall review annual gifted program application forms.
3. Districts using alternate selection criteria and methods must follow the steps outlined on page 10.
4. DESE shall review and approve or disapprove the placement criteria submitted on Core Data Screen 25.
5. Core Data will be used to verify proper certification of all teachers coded 08.
6. MOSIS/Core Data will be used to verify that school systems are in compliance with established rules and regulations governing state-approved gifted services.
7. The Director of Gifted Education will communicate pertinent information with the School System Gifted Contacts. (School systems identify Contact Personnel every August on Screen 3.)

GUIDELINES FOR GIFTED PROGRAM

Educational Environment for Gifted Learners

School systems should provide gifted students with an educational environment beyond that offered in the regular classroom setting and which is designed to meet the identified needs of gifted students. The educational needs of gifted students that are not met by the regular grade level programs will require

1. A differentiated instructional program that accommodates higher cognitive processes and concepts;
2. Teaching methods appropriate for their advanced abilities and individual styles of learning; and
3. Flexible administrative arrangements needed to implement the program.

School systems are responsible for establishing the program goals and learner outcomes that should be achieved by gifted students participating in the program. The school system will maintain these goals and learner outcomes on file. Missouri gifted education specialists worked collaboratively to develop the Portrait of a Gifted Learner and the Missouri Gifted Learner Outcomes (MO-GLOs) that school systems may adapt and adopt. The Portrait of a Gifted Learner and MO-GLOs can be found on the [DESE Gifted Education webpage](#).

School systems are also responsible for establishing the gifted program activities that are beyond the level normally provided in regular school programs and contribute to meeting the needs of the gifted students. The school system will keep information about these activities on file.

School systems must evaluate how successfully the program meets its goals and learner outcomes. Annually, school systems are required to complete a gifted program evaluation by June 30. The local school system will keep the evaluation on file.

The evaluation procedures should be designed to determine the degree the program goals and learner outcomes have been met. The report should include a description of the evaluation procedures, a list of the people involved in the evaluation process, and an explanation of how their input is used to revise the program. DESE recommends that the annual evaluation report be posted on the school system's gifted program website. See [Appendix C](#) for the *Missouri Gifted Education Self-Assessment Tool* and [Appendix D](#) for an optional annual report template.

Teachers/Gifted Education Specialists

Teachers implementing the gifted program curriculum must hold appropriate certification for the gifted services they are providing. As stated earlier, any teacher providing gifted services to students in districts with an average daily attendance (ADA) of more than 350 students must be certificated in gifted education. In districts with an ADA of 350 students or fewer, teachers providing gifted services are not required to be certificated to teach gifted education but must annually participate in at least six clock hours of professional development focused on gifted services. The school district will pay for such professional development focused on gifted services.

All teacher positions in gifted education are designed to serve those students identified through the approved selection process as needing an academic environment beyond that offered by the standard grade level curriculum.

The following guidelines apply: Instructional personnel must

1. Serve in an instructional position described in [Appendix E](#) and provide instructional services to gifted students selected for the program according to criteria approved by DESE; and
2. Hold a valid Missouri teaching certificate as stated above.

[**Missouri School Improvement Program 6 \(MSIP 6\)**](#) provides guidance for professional learning. The school system will ensure that all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the Continuous School Improvement Plan. Furthermore, the school system will provide time and resources for the professional learning of each staff member. For gifted education specialists, professional learning will address the nature and needs of gifted students and meeting those needs, so that staff can make progress in their professional capabilities and continuous growth in their pedagogical skills relating to gifted education.

Types of Services Provided to Identified Gifted Students

Services provided to gifted students will vary depending upon the age and grade level of the students, the size of the school system, school schedules, and community preferences. Ideally, services will be available to students from kindergarten through grade 12.

State-approved gifted programs must provide a minimum of one hundred and fifty (150) minutes per week of direct instructional time in which the identified gifted students work exclusively with the certificated teacher of gifted education (in schools with ADA over 350 the teacher must be certificated in gifted education). Middle school and high school gifted resource classes and special classes must provide an average of 150 minutes per week, recognizing that many secondary schools use block scheduling.

Class or group sizes within the gifted program should not exceed **fifteen (15)** nor be less than **five (5)**, with an average of **ten (10)** students per class.

The recommended **maximum** caseloads for full-time teachers of the gifted depends on the delivery model:

- Resource Room Teacher (RRT) 75 students
- Special Class Teacher (SCT) 90 students
- Gifted Resource Teacher (GRT) 90 students

If a teacher is part-time, the caseload is calculated based on the percentage of time. For example, a half-time RRT caseload would be thirty-eight (38) students.

Programs for Exceptionally Gifted Students (PEGS) are established in agreement with the Director of Gifted Education at DESE.

At the elementary level, the most common service model is a pull-out program in which students leave the regular classroom and spend their time in a resource room ([RRT model](#)) with the certificated gifted teacher (in districts with ADA above 350 the teacher shall have gifted certification). Some districts may utilize push-in lessons in kindergarten focusing on complex reasoning and creative thinking as part of the identification process.

Middle school/junior high and high school programs may be pull-out programs ([RRT model](#)) but often consist of a special class that is part of a student's daily schedule ([SCT model](#)). Special classes are often interdisciplinary in nature but may focus on a specific subject area.

Gifted students in grades 9-12 may participate in a special class or pull-out, but these options often create conflicts with other classes that students want to take. The Gifted Resource Teacher ([GRT](#)) model avoids many of these conflicts. In the GRT model, the teacher (in districts with ADA above 350 the teacher must be certificated in gifted education) works with students and teachers in a resource capacity on a highly flexible schedule that does not require any minimum contact minutes per week. However, school systems must allow a minimum of one hundred and fifty (150) minutes of the GRT's instructional time per week to be spent exclusively with identified gifted students, grades 9-12.

Gifted education teachers have many responsibilities. It is reasonable to expect this person to:

- teach the gifted classes;
- communicate with parents regarding their child's academic and emotional progress; and
- serve on a committee of no fewer than three education professionals who will make placement decisions, inform the parents or guardians of the placement decision, and complete program evaluations.

Additionally, while gifted education specialists are required to complete additional tasks, it **is not reasonable to expect this person to be solely responsible for**

- administering the identification instrument(s);
- making placement decisions;
- informing the parents of the placement decision;
- applying for state-approved status;
- scheduling courses;
- completing program evaluations; or
- writing policies or procedures relating to gifted education.

Depending on the responsibilities of the gifted education teacher, they may require time in their schedule to complete non-teaching activities.

In some instances, a school system may identify a few exceptionally gifted students who need full-time specialized instruction to meet their needs. The Program for Exceptionally Gifted Students ([PEGS](#)) model is an option for those students. **School systems may submit a plan for servicing highly and exceptionally gifted students within their system.**

A school system may serve different groups of students in various ways, with varying amounts of contact time. Further explanation of service model descriptions can be found in [Appendix E](#) of this document.

Guidelines for Student Selection

The student selection process **must** consist of at least two stages:

1. Universal Screening; and
2. Further Evaluation

See [Appendix F](#) for a flow chart on the student selection process. Evaluation and placement of students should be **on a continual ongoing basis** or completed prior to the beginning date of instructional services.

School systems must develop a process to identify children in need of the gifted education services that the school system provides. Universal screening is a process in which all students in a given grade are administered a common measure (or set of measures) of abilities and characteristics that indicate a need for specialized services. Universal screening criteria should be as inclusive as possible. Identification criteria and test instruments should be chosen that will maximize the students' strengths and limit the effects of any possible biases. School systems should consider their demographics when creating a menu of comparable test instruments that will be acceptable for screening and placement.

• Universal Screening

All available data on the total school population should be considered during the screening stage, including group administered ability test scores, nationally normed achievement test scores, group intelligence test scores, Missouri Assessment Program (MAP) scores, and benchmark tests. Anecdotal records demonstrating creative problem-solving and general creativity may be beneficial. Recommendations from teachers, parents, peers, and other personnel may be considered, but a recommendation should not be required for screening. School systems should also consider what methods will be effective in selecting hard-to-identify

and traditionally underrepresented students. School systems should establish their own criteria so as to allow for **approximately 20 percent** of the population to be considered for further evaluation.

- **Further Evaluation**

Following screening, the school system may determine criteria that would be appropriate for the academic or fine arts service(s) provided, the grade levels to be served, and the background and needs of students. **After gathering data in all four areas, the school system MUST use at least three of the four areas below to place a child in gifted services.** It is expected that the use of tests and scales may differ within school systems as well as between districts. For example, different procedures or instruments may be used with students of different ages or for parts of the program with specific curriculum focus, such as a Fine Arts, Math, or Science focus. Districts using alternate selection criteria and methods must follow the steps outlined on page 10 before they can be used for special populations or students with special needs (i.e., English Learners, students with an Individualized Education Program [IEP], low income students, etc.).

2.1 General Mental Ability

Full-scale or index scores on an individual intelligence test at or above the 95th percentile is one criterion. Although they are more time-consuming, individually administered intelligence tests provide more accurate indicators for final placement purposes than do group tests. However, the school system may use various general mental ability tests, including group tests, administered according to their appropriateness in reference to program areas and student needs. School systems using local norms should submit an alternative identification plan, which is described later in this document.

The National Association for Gifted Children (NAGC) created guidance for utilizing the Wechsler Intelligence Scale for Children-V, an instrument used by many school systems. The “Use of the WISC-V for Gifted and Twice Exceptional Identification” (NAGC, 2018) states:

NAGC recommends that examiners use available WISC-V expanded and ancillary index scores that emphasize reasoning to document giftedness, clarify complex patterns of strengths and weaknesses for twice exceptional children, and ensure that gifted programs are accessible to children with disabilities.

NAGC recommends that any one of the following WISC-V scores (subtests in parentheses), should be acceptable for use in the selection process for gifted programs if it falls within the confidence interval of the required score for admission:

- the Verbal (Expanded Crystallized) Index (VECI) (SI, VC, IN and CO);
- the Nonverbal Index (NVI) (BD, MR, CD, FW, VP, and PS);
- the Expanded Fluid Index (EFI) (MR, FW, PC, and AR);
- the General Ability Index (GAI) (BD, SI, MR, VC and FW);
- the Full-Scale IQ Score (FSIQ) (BD, SI, MR, DS, CD, VC, and FW); and/or
- the Expanded General Ability Index (EGAI) (SI, VC, IN, CO, BD, MR, FW and AR) (NAGC, 2018).

See Appendix G for frequently used tests for identifying giftedness.

2.2 Academic Ability

If achievement test scores are used for formal evaluation and placement, they must be derived from a norm-referenced test and the cut-off score must be set at the 95th percentile or higher. While composite scores shall be used for multi-disciplinary academic programs, it may be appropriate to use subtest scores if an academic program is focused on a specific subject area. The scores must be in the subject area(s) or in the subtest area(s) most related to the design of the gifted program. School systems using local norms should submit an alternative identification plan, which is described below.

2.3 Creativity, Reasoning, and Problem-solving Ability

Results of valid tests or other assessments indicating outstanding ability in one of the following areas are required:

- Creative and productive thinking
- Advanced insight
- Outstanding imagination
- Innovative or creative reasoning ability
- Advanced perception of cause and effect relationships
- Problem solving
- Complex reasoning
- Logical reasoning
- Systems thinking
- Abstract concepts

These areas of ability must be related to the design of the gifted program.

2.4. Other

Documented evidence of exceptional performance in a general academic area, a fine arts area, or another area related to the design of the gifted program is important. Such evidence may take the form of:

- portfolios of student work, auditions, or product demonstrations as evaluated by an assessment committee comprised of at least three educators, one of whom is a gifted education specialist;
- MAP test scores;
- formal classroom observations by persons knowledgeable about characteristics of gifted students; or
- other evidence as determined by the school system.

Limitations of a single test of cognitive ability should be recognized. No single test or method of identification will identify all children's abilities. Instead, **collect a body of evidence of quantitative and qualitative measures to determine if a student meets the criteria for gifted placement.** Identification procedures typically include individual intelligence test scores, norm-referenced achievement test scores, previously demonstrated accomplishments, teacher observations, formal classroom observations by persons knowledgeable about characteristics of gifted students, and scores on tests of creativity.

See [Appendix B](#) for information on submitting identification and placement information in Core Data.

Alternate Identification Plans

All school systems are encouraged to evaluate their gifted program to determine if it is providing equitable service to all students. Traditionally, people think of underrepresented gifted populations as students who qualify for free or reduced-priced meals or students who are English language learners. In Missouri, rural and small school systems also struggle with underrepresentation of identified gifted students. DESE's goal is to reduce barriers for school systems so that gifted learners may receive appropriate services.

School systems are cautioned that they need to establish protocols/criteria for determining which students are included in an underrepresented subgroup. The alternative pathways should apply only to students included in that specific subgroup. **Any alternative pathway a school system chooses to use must be approved by DESE.**

To receive DESE approval, the pathway must be approved by the district's local counsel, and the appropriate check box must be marked in the Core Data system.

The document [Identifying and Serving Traditionally Underrepresented Gifted Students: Guidance for Missouri Schools](#) is a helpful resource when considering an alternative selection pathway.

Review of Placement Decisions

As provided in section 162.720.4, RSMo, districts are required to have a policy, approved by the school district's board of education, which establishes the procedures and conditions under which parents or guardians may request a review of the decision that determined that their child did not qualify to receive services through the district's gifted education program.

Transfer Student Policy

Students who transfer from a Missouri school with a state-approved gifted program to another school with a state-approved gifted program shall be placed in the receiving school's program if **all** of the following conditions are met:

1. The student meets or exceeds the selection criteria established by the receiving school for placement in its gifted program;
2. The areas addressed by the two programs are similar, i.e., both are general academic programs, both are fine arts programs, or both are specific academic programs; and
3. The student and parents agree to such placement.

In addition, foster children and children of military families who transfer into new schools having been enrolled in a gifted program in their previous schools will be accepted into the current school's gifted program until subsequent evaluations are conducted to ensure appropriate placement. Please see the [Interstate Compact on Educational Opportunity for Military Children](#) for further information on military children.

Nonpublic School Student Participation

Any student may be enrolled in and attend a public, private, parochial, home school, or a combination of schools during the school day. No artificial barriers can be placed in the way of the nonpublic school student's participation in the state-approved gifted program. However, the following guidelines must be met:

- The student MUST reside in the district, **and the school's boundary**, where they wish to attend the state-approved gifted program;
- The student MUST meet or exceed the placement criteria of the program in the school district;
- The student or their parents/guardians are responsible for transportation to and from the nonpublic school to the gifted program; and
- If testing is required for placement, the public school policies, procedures, and timelines should be utilized as they would be for any transfer student to the district.

The nonpublic school student should be coded as a part-time student, and the public school district receives Average Daily Attendance (ADA) funding proportional to the time the student is participating in the program.

Virtual Student Participation

Gifted services for full-time, hosted Missouri Course Access and Virtual School Program (MOCAP) students may be provided via collaboratively arranged services outlined in the Educational Service Plan (ESP) and Collaborative Agreement for the MOCAP student if the full-time provider does not have gifted services as part of their coursework or programming.

In the case of MOCAP students taking MOCAP courses, gifted services would be handled in much the same way special education services are handled. The resident district remains responsible for ensuring the provision of the services. If the MOCAP course provider offers gifted courses, the provider may provide verification to the

district that the student has received and engaged in the gifted services.

Acceleration of Students

As outlined by section 162.722, RSMo, every school district, even those that do not have gifted programs, must establish a policy, approved by the school district's board of education, which allows acceleration for students who demonstrate

- advanced performance or potential for advanced performance; and
- the social and emotional readiness for acceleration.

The policy will include, but is not limited to

- subject acceleration; and
- whole grade acceleration.

It is important for school districts to develop procedures so that acceleration can be impartially attained. Please refer to DESE's [gifted education webpage](#) for further information on acceleration.

[Appendix H](#) defines terms used in this manual.

APPENDICES

APPENDIX A: CHRONOLOGY OF GIFTED EDUCATION DEVELOPMENTS IN MISSOURI

Year	Event
1973	House Bill 474 defined gifted children and authorized gifted programs: “where a sufficient number of children are determined to be gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs, districts may establish special programs for such gifted children.” section 162.720, RSMo.
1974	House Bill 474 established funding for Gifted at 50 percent reimbursement.
1984	Missouri Scholar’s Academy was launched.
1988	Senate Bill 797 increased State Aid from 50 to 75 percent, effective July 1, 1988.
1995	Mandatory certification endorsement became effective on September 1, 1995.
1996	Missouri’s Fine Arts Academy was launched.
2001	Gifted programs were at an all-time high in Missouri, with 333 districts, or 64 percent of all districts having a state-approved gifted program.
2006	Gifted funding folded into the foundation formula. A temporary penalty clause was included to deter districts from decreasing gifted program enrollment. Number of students and teachers in Advanced Placement and International Baccalaureate classes began being included in gifted student count.
2008	The Interstate Compact on Educational Opportunity for Military Children was enacted to facilitate transition of military children who were identified as gifted.
2012	Senate Bill 599 required districts to report on their annual report card whether the school district has a state-approved gifted education program, and the percentage and number of students currently being served in the program. Effective August 28, 2012, section 160.1990, RSMo, was implemented to facilitate transition of foster children who are identified as gifted.
2013	Section 161.249, RSMo, established the Advisory Council on the Education of Gifted and Talented Children (the Council).
2015	The Council’s first report was issued on March 4, 2015.
2016	Senate Bill 638 modified provisions related to gifted education. Beginning in 2017-18, districts incur a reduction in funding if they experience a decrease in gifted program enrollment by 20 percent or more from the previous year. The Council published guidance for Missouri schools, “Identifying and Serving Traditionally Underrepresented Gifted Learners.”

- 2017 Students in Advanced Placement and International Baccalaureate classes were no longer included in gifted student count.
Changes in gifted certification requirements became effective August 1, 2017.
The Council's second report was issued.
- 2018 The review policy and acceleration policy were passed into law:

Section 162.720.4, RSMo, states: "any district with a gifted education program . . . shall have a policy, approved by the board of education of the district, that establishes a process that outlines the procedures and conditions under which parents or guardians may request a review of the decision that determined that their child did not qualify to receive services through the district's gifted education program."

Section 162.722 RSMo, provides: "each school district shall establish a policy, approved by the board of education of that district, that allows acceleration for students who demonstrate: (1) advanced performance or potential for advanced performance and (2) the social and emotional readiness for acceleration. The policy shall allow, for students described in this section, at least the following types of acceleration (1) subject acceleration; and (2) whole grade acceleration."

The Council published "Recommendations for Providing Levels of Services for Gifted and Advanced Students" to provide guidance to school systems.
- 2019 The Council's third report was issued.
- 2020 Pandemic response documents were published
- 2021 The Council's fourth report was issued.
- 2022 The Portrait of a Gifted Learner and Missouri Gifted Learner Outcomes were created and published.
- 2024 Senate Bill 681 (passed in 2022) makes changes to section 162.720, RSMo.

APPENDIX B: CORE DATA REPORTING GUIDELINES

Core Data

Reporting information for gifted education programs is required in August, October, April, and June.

Student program selection criteria (Screen 25) Reported in Core Data

1. Screen 25 is to be completed ONLY if a district or charter has a state-approved gifted program.
2. Screen 25 MUST be completed each year even if the student selection criteria do not change from the previous year.
3. Enter the minimum percentage cut-off score, NOT the actual numerical minimum cut-off score necessary for placement in the state-approved gifted program.
4. Enter the minimum percentage cut-off score in each line of the appropriate delivery system(s) the district or charter is implementing.

Educator Course and Assignment Data (Screen 20) Reported in MOSIS

- 1) ONLY teaching assignments in state-approved gifted programs may use the course code 990808 AND they MUST include the use of the program code 08 for each assignment.
- 2) **No Advanced Placement (AP), International Baccalaureate (IB), or Dual Credit course should have a program code of 08 UNLESS all three of these items are met:**
 - a. ALL of the students in the course have been identified as gifted using state-approved gifted student selection criteria.
 - b. The teacher of the course has gifted certification.
 - c. The class meets for a minimum of one hundred fifty (150) minutes per week.
- 3) If a staff member with gifted certification has Gifted Departmental duties for a state-approved gifted program, use the course code 990898 and program code 08 for this assignment.
- 4) If a staff member supervising a state-approved gifted program has gifted certification AND a Graduate Level Degree in any area, you may use the course code 990897 and program code 08 for that assignment.
- 5) Use delivery system code PU for pull out if students are pulled out and meet in a resource room that is not a center-based program. There is NO push-in instructional method (PI) delivery system allowed for state-approved gifted programs.
- 6) The following grade level codes should be used for the state-approved gifted assignments that include multiple grade levels:
 - a. Code 13 if the assignment has multiple grade levels 9-12.
 - b. Code 14 if the assignment has multiple grade levels 7-9.
 - c. Code 15 if the assignment has multiple grade levels 4-8.
 - d. Code 16 if the assignment has multiple grade levels K-8.
- 7) Enter the enrollment for each gifted assignment reported as an unduplicated count for each educator as the caseload.
- 8) All educators with a state-approved gifted assignment must have a gifted certification endorsement, unless the LEA's ADA is 350 or less. Full certification or a Temporary Authorization or Provisional is acceptable certification otherwise.

MOSIS

1. Students who have been identified as gifted using state-approved gifted student selection criteria in any district or charter in Missouri MUST be so designated:
 - a. Gifted Not Served (**GN**) if they are not currently being served in a state-approved gifted program in the current school year
 - b. Gifted Served (**GS**) ONLY if they are being served in a state-approved gifted program in the current school year
 - c. ALL other students should be designated as Not Identified (**NI**)
2. The October MOSIS Student information file will be the data used to establish the annual state-approved gifted enrollment base to determine if a payment adjustment is necessary per the formula enacted in 2016 state law (section 163.031.6, RSMo).

“In the 2017-18 school year and in each subsequent school year, if a district experiences a decrease in its gifted program enrollment of twenty percent or more from the previous school year, an amount equal to the product of the difference between the number of students enrolled in the gifted program in the current school year and the number of students enrolled in the gifted program in the previous school year multiplied by six hundred eighty dollars shall be subtracted from the district's current year payment amount. The provisions of this subdivision shall apply to districts entitled to receive state aid payments under both subsections 1 and 2 of this section but shall not apply to any school district with an average daily attendance of three hundred fifty or less.”

Reference Manuals

MOSIS — <https://dese.mo.gov/data-system-management/core-datamosis/documentation>

Core Data/MOSIS Reference Manual — <https://dese.mo.gov/media/pdf/core-data-and-mosis-manual>

Core Data and MOSIS Manual Exhibits

Exhibit 10 – Course Code

Exhibit 12 – Grade Levels

Exhibit 13 – Program Code

Exhibit 14 – Delivery System

Exhibit 25 – Reporting Gifted Program

APPENDIX C: MISSOURI GIFTED EDUCATION SELF-ASSESSMENT TOOL

The purpose of the Missouri Gifted Education Self-Assessment Tool (MO-GESAT) is to assist school system professionals in evaluating their gifted education services. Items that are required by state statute (S), rule (R), or program guidelines (G) are indicated. These items are described in the Gifted Education Program Guidelines. The items that are not required are recommended as best practice (B).

Additional guidance can be found in these documents: [Identifying and Serving Traditionally Underrepresented Gifted Students](#), [Recommendation for Providing Levels of Services for Gifted and Advanced Students](#), and [Guidance for Small Districts with Only One Teacher of the Gifted](#).

#		S R G B	What Are We Doing in This Area?	What Evidence/Data Documents Our Activities?	How Can We Improve?
	General Operations				
1.	Electronic form submitted to DESE registering gifted program for the year.	G			
2.	Gifted program has a strategic plan that may include vision/mission and core beliefs.	B			
3.	Gifted program goals are clearly defined.	R			
4.	Gifted Learner Outcomes are clearly defined.	R			
5.	Gifted program activities are beyond the level normally provided in regular school programs and contribute to meeting the needs of the gifted students.	R			
6.	Annual evaluation completed and on file within district/charter.	R			
7	Transfer Student Policy follows guidelines.	G			
8.	Students of military families who transfer into a school having been enrolled in a gifted program in their previous schools will be accepted into the current school's gifted program until subsequent evaluations are conducted to ensure appropriate placement.	S			
9.	Foster children who transfer into a school having been enrolled in a gifted program in their previous schools will be accepted into the current school's gifted program until subsequent evaluations are conducted to ensure appropriate placement.	S			

#		S R G B	What Are We Doing in This Area?	What Evidence/Data Documents Our Activities?	How Can We Improve?
10.	A review policy is in place (a process that outlines the procedures and conditions under which parents or guardians may request a review of the decision that determined that their child did not qualify to receive services through the district's gifted education program).	S			
11.	An acceleration policy is in place.	S			
12.	Acceleration procedures are outlined and implemented equitably.	B			
13.	Nonpublic school student policy conforms with guidelines.	G			
14.	General Information (1-13) is shared publicly on website.	B			
	Personnel				
15.	Teachers providing gifted services to students in districts with an average daily attendance (ADA) of more than 350 students must be certificated in gifted education. In districts with an ADA of 350 students or fewer, teachers providing gifted services are not required to be certificated to teach gifted education but must annually participate in at least six clock hours of professional development focused on gifted services. The school district will pay for such professional development focused on gifted services.	R			
16.	Gifted teachers provide services as RRT, SCT, GRT, or PEGS.	G			
17.	The recommended maximum caseloads for full-time teachers of the gifted are adhered to: <ul style="list-style-type: none"> • Resource Room Teacher (RRT) — 75 students • Special Class Teacher (SCT) — 90 students • Gifted Resource Teacher (GRT) — 90 students. 	G			
18.	Administrator of gifted program has Missouri gifted education K-12 certification.	B			

#		S R G B	What Are We Doing in This Area?	What Evidence/Data Documents Our Activities?	How Can We Improve?
19.	Personnel testing students are appropriately trained or certificated.	B			
	Data Management				
20.	Core Data Screen 25 completed on time (August of each year).	R			
21.	Gifted Education Contact Screen 3 is completed.	B			
22.	Instructional staff positions and assignments must be documented by names of staff members and course assignments reported to DESE in the MOSIS/Core Data Collection System.	R			
23.	Students who have been identified as gifted using state-approved gifted student selection criteria in any district or charter in Missouri MUST be so designated: a. Gifted Not Served (GN) if they are not currently being served in a state-approved gifted program in the current school year or b. Gifted Served (GS) ONLY if they are being served in a state-approved gifted program in the current school year.	R			
	Identification				
24.	A systemic and equitable process for identification and selection of students has been established, using multiple criteria, objective measures, and competent professional evaluation.	R			
25.	Universal screening occurs at one grade level (or at more than one grade level).	G			
26.	All new students are screened (if they enroll after the universal screening).	B			
27.	Data are collected in four areas: <ul style="list-style-type: none"> • general mental ability, • achievement, • creativity/reasoning/problem solving, and • other. 	G			
28.	Data is collected using reliable, valid, and up-to-date instruments.	B			

#		S R G B	What Are We Doing in This Area?	What Evidence/Data Documents Our Activities?	How Can We Improve?
29.	Clear criteria is used to make placement decisions.	B			
30.	Identification is completed by a collaborative team; i.e. gifted education specialist, gifted program coordinator, counselor, and/or school psychologist.	B			
31.	Gifted program demographic data mirrors school district/charter demographic data.	G			
32.	An alternative identification plan is on file to equitably identify traditionally underrepresented gifted students.	G			
33.	The identification process is reviewed frequently for success (e.g., were merit scholars identified as gifted? If not, why not?).	B			
34.	Identification process is communicated with teachers, administrators, parents, and community.	B			
Services					
35.	The educational needs of gifted students that are not met by the regular grade level program require: <ol style="list-style-type: none"> 1. a differentiated instructional program that accommodates higher cognitive processes and concepts; 2. teaching methods appropriate for their advanced abilities and individual styles of learning; and 3. flexible administrative arrangements needed to implement the program. 	G			
36	Program goals and learner outcomes that should be achieved by gifted students participating in the program are clearly outlined. The Portrait of a Gifted Learner and Missouri Gifted Learner Outcomes (MO-GLOs) may be adapted and adopted.	R			

#		S R G B	What Are We Doing in This Area?	What Evidence/Data Documents Our Activities?	How Can We Improve?
37.	State-approved gifted programs must provide a minimum of one hundred and fifty (150) minutes per week of direct instructional time in which the identified gifted students work exclusively with the certified teacher of gifted education.	G			
38.	Class or group sizes within the gifted program should not exceed fifteen (15) nor be less than five (5), with an average of ten (10) students per class.	G			
39.	Levels of Services are outlined and implemented. (The Advisory Council on the Education of Gifted and Talented Children recommends that districts and charter schools provide varied and multiple services to meet the needs of gifted and talented students. These services should be in addition to and complement a gifted education program. More information can be found in the document Recommendation for Providing Levels of Service for Gifted and Advanced Students.)	B			
	Evaluation of Gifted Program				
40.	A process has been developed to evaluate the gifted program (note: an annual evaluation is required, see #6).	B			
41.	Specific data is collected about the gifted program beyond what is required for MOSIS and Core Data; for example, annual surveys are completed by students and parents.	B			
	Professional Learning				
42.	Professional learning for gifted education specialists is delineated.	G			
43.	Annual professional development for administrators managing gifted programs is delineated.	B			
44.	Annual professional development for all teachers and administrators occurs.	B			

#		S R G B	What Are We Doing in This Area?	What Evidence/Data Documents Our Activities?	How Can We Improve?
	Optional Criteria – National Standards				
45.	<u>NAGC PreK-12 Gifted Program Standards</u> are being used to guide gifted program.	B			
46.	<u>Initial Practice-Based Professional Preparation Standards for Gifted Educators</u> and <u>Advanced Standards</u> are used to guide professional learning.	B			

**Any School District
Anytown, Missouri**

**Gifted Education Program
Annual Evaluation**

Optional Template

**Report Prepared by the
School System Gifted Program Advisory Committee
or the Gifted Program Evaluation Committee**

June 30, 202X

Example Members

Gifted Education Specialist(s) or Teacher(s)
District Director of Gifted Education
School Psychological Examiner
Elementary School Teacher
Middle School Teacher
High School Teacher
Parent of Gifted Child
Principal

Core Data

In this section, include information required for Core Data/MOSIS

1. Gifted Education Contact – Name, Email, Phone Number (August Core Data, Screen 3)
2. Identification Process (August Core Data, Screen 25)
3. List of Gifted Certificated Teachers (October MOSIS Data, Screen 20)
4. List of Gifted Courses coded with program code 08 (October MOSIS, Screen 20)
5. Number of Gifted Students (this is reported in MOSIS in October, April, and June)
 - a. Identified Gifted Students Served
 - b. Identified Gifted Students Not Served
 - c. Possibly include an explanation as to why students are not served
 - d. Paste the district/charter public report here or create a table

Gifted Program Vision, Mission, and Learner Outcomes

In this section share the philosophy guiding the gifted program. Include the gifted learner outcomes.

Gifted Program Annual Goals, 202X-2X

Based on the gifted programs' strengths and areas for growth, learner needs, DESE guidelines, and NAGC Gifted Programming Standards, determine goals, activities to meet the goals, and assessment tools. These goals will be set before the school year begins. List the goals for the current school year, activities to meet the goals, and identify ways to measure the goals.

Useful links:

1. [Missouri DESE Gifted Education website](#): Useful documents include the *Gifted Education Program Guidelines, Identifying and Serving Traditionally Underrepresented Gifted Students*, and *Recommendations for Providing Levels of Services for Gifted and Advanced Students*.
2. [Pre-K to Grade 12 Gifted Programming Standards](#): “The Pre-K-Grade 12 Gifted Education Programming Standards were developed with input from a variety of stakeholders. The standards increase the focus on diversity and collaboration – two powerful principles that guide high quality programs and services. The standards use student outcomes for goals, rather than teacher practices, keeping them in line with the thinking in education standards generally. Because these standards are grounded in theory, research, and practice paradigms, they provide an important base for all efforts on behalf of gifted learners at all stages of development.”

Example Annual Goals Chart

The chart on the next page is an example; any format can be used.

Annual Goals and Connection to District Program Goals	Activities to Reach Goal	Data Collection	District Person Responsible
Increase the number of students who qualify to receive free or reduced-price (FRL) meals in the gifted program. District FRL rate is 80 percent but participation in the gifted program is only 40 percent. Increase to 64 percent over three years. (Connected to Gifted Education Goal 2)	<ul style="list-style-type: none"> 1. Universal Screening at Kindergarten and second grade 2. General education teacher professional learning 3. Gifted program teacher professional learning 	<ul style="list-style-type: none"> 1. Number of identified students 2. Pre- and post- professional learning surveys 3. Pre- and Post- professional learning knowledge survey 	<ul style="list-style-type: none"> 1. District Director of Gifted Education 2. Director of Gifted Education and Coordinator of Professional Development 3. Director of Gifted Education
Develop a high school gifted program to provide services to high school students. High school program will begin Fall 202X. (Connected to Gifted Education Goal 3.1)	<ul style="list-style-type: none"> 1. Convene focus group to gather data in early June 2. Survey high school students in May 3. Small committee meets in mid-June to make plans 		
With our new focus on creative thinking strategies, we expect 80 percent of the students in the gifted program in K-8 will increase creative thinking ability one level (for example, a student might move from "basic" to "proficient." (Connected to Gifted Education Goal 1.3)	<ul style="list-style-type: none"> 1. Use our newly developed creative thinking test. Pre-test in August, benchmark in October, January, and March. Post-test in early May. 2. Utilize newly developed creativity curriculum in K-8 		

Description of Activities Accomplished during 202X-2X

May be a bulleted list, descriptive paragraphs, artifacts, or other documentation.

Data Sources

Include results of surveys, focus groups, student performance data, classroom observations, etc. (See Gifted Program Annual Goals).

Conclusion

Based on the data collected, were the goals achieved? How do the results of this year's evaluation lead to new goals for the next school year? What is one gifted education "best practice" the district is most proud of?

APPENDIX E: DELIVERY SYSTEM DESCRIPTIONS

Resource Room (RRT)

In this delivery system, 100 percent of the teacher's time is spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are "pulled out" of the regular classroom for one or more sessions per week. Each gifted assignment must have the gifted program code 08 assigned to it.

Special Class (SCT)

In this delivery system, 100 percent of the teacher's time is spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are assigned to a class on a daily basis for one or more periods/blocks a day. Each gifted assignment must have the gifted program code 08 assigned to it.

Gifted Resource (GRT)

This delivery system is for grades 9-12 only. In this delivery system, the teacher provides services that are designed to meet the academic and social-emotional needs of identified gifted students for grades 9-12. School systems must allow a minimum of 150 minutes of teacher's instructional time a week to be spent exclusively with identified gifted students, grades 9-12, in one or more approved activities:

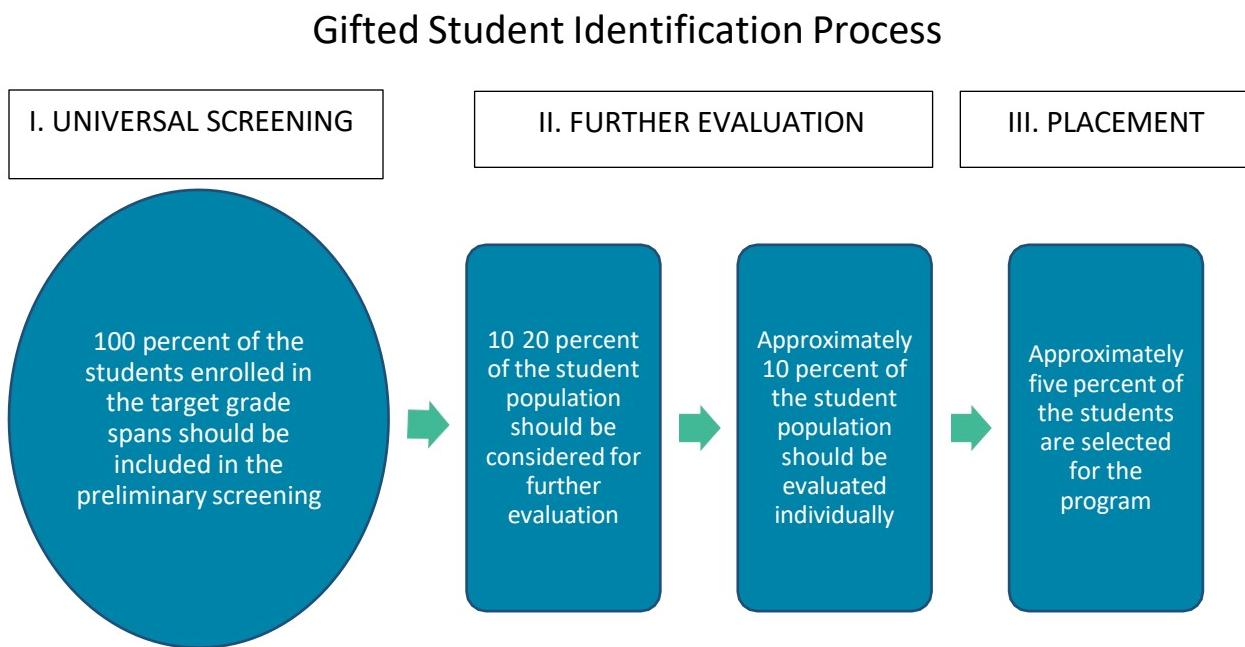
- Direct instruction of individuals or small groups of identified gifted students
- Services targeting the social/emotional needs of identified gifted students
- Establishing job shadowing and mentoring opportunities, selection/planning/scheduling of college entrance exam(s)
- Researching/planning/scheduling educational options such as dual credit courses, distance learning, online courses, and schedule planning
- Researching appropriate summer courses and academies for students and providing support for students applying, especially [Missouri Scholars Academy](#) and [Missouri Fine Arts Academy](#)
- Assisting with postsecondary school research/selection, admissions procedures, and completing scholarship applications
- Monitoring identified students' progress in any of the above activities
- Working with regular classroom teachers and modifying regular classroom curriculum to meet the needs of identified gifted students

It is expected that providing service to identified gifted high school students will not reduce the amount of service provided to identified gifted students at other grade levels. Each gifted assignment must have the gifted program code 08 assigned to it.

Programs for Exceptionally Gifted Students (PEGS)

Use the PEGS code for teachers providing services to highly gifted students all day and five days a week. Each gifted assignment must have the gifted program code 08 assigned to it.

APPENDIX F: GIFTED STUDENT IDENTIFICATION PROCESS



Student Identification Process — Text Only Version

Universal Screening

- 100 percent of students enrolled in the target grade spans should be included in the preliminary screening

Further Evaluation

- 10 to 20 percent of the student population should be considered for further evaluation
- Approximately 10 percent of the original student population should be evaluated individually

Placement

- Students whose evaluations indicate a need for gifted services are placed in the gifted program
- Approximately five percent of students are selected for the gifted program

APPENDIX G: FREQUENTLY USED TESTS FOR IDENTIFYING GIFTEDNESS

Frequently Used General Mental Ability Tests (School systems are **not** limited to these tests only.)

- Wechsler Intelligence Scales (Pearson, WISC-V, 2014)
- Stanford-Binet Intelligence Tests (Western Psychological Services, 5th Edition, 2003)
- Kaufman Assessment Battery for Children (Western Psychological Services, 2nd Edition, Normative Update, 2018)
- Leiter International Performance Scale (Western Psychological Services, 3rd Edition, 2013)
- Naglieri Non-Verbal Abilities Test* (NNAT) (Pearson, 3rd Edition, 2012)
- Naglieri General Ability Tests* (MHS, 2021)
- Raven's Coloured Progressive Matrices (Pearson, 2003)
- Raven's Progressive Matrices-Clinical Edition (Pearson, 2nd Edition, 2018)
- Comprehensive Test of Non-Verbal Intelligence (CTONI-2) (Pearson, 2009)
- Test of Non-Verbal Intelligence (TONI) (Pearson, 4th Edition, 2010)
- Wechsler Abbreviated Scale of Intelligence® Second Edition (WASI-II) (Pearson, 2011)
- Kauffman Brief Intelligence Test Second Edition (KBIT-2) (Pearson, 2004)
- Cognitive Abilities Test* (Riverside Insights, 2017)
- Otis-Lennon School Ability Test* (Pearson, 8th Edition, 2003)

*If group general ability tests are used, students must meet the criterion on two different tests.

Frequently Used Academic Ability Tests (School systems are **not** limited to these tests only.)

- Iowa Assessments (Riverside Insights, 2017)
- Stanford Achievement Test Series (Pearson, 10th Edition, 2019)
- Terra Nova (Data Recognition Corporation, 3rd Edition, 2017)
- Wechsler Individual Achievement Test (Pearson, 3rd Edition, 2009)
- Woodcock Johnson Test of Achievement (Riverside Insights, 4th Edition, 2014)

Note: some benchmark tests provide nationally normed academic ability scores.

Frequently Used Creativity, Reasoning, and Problem-Solving Ability Instruments (School systems are **not** limited to these instruments only.)

- Torrance Tests of Creative Thinking (Scholastic Testing Service, 2016)
- Profile of Creative Abilities (PCA) (PRO-ED, 2007)
- Creativity Assessment Packet (CAP) (PRO-ED, 1980)
- Screening Assessment for Gifted Elementary Students 3 (SAGES-3) (PRO-ED, 2019)

Frequently Used Items for Other Documented Evidence (School systems are **not** limited to these items only.)

- Renzulli Scales for Rating the Behavioral Characteristics of Superior Students (Routledge, 2010)
- HOPE Teacher Rating Scale (Routledge, 2015)
- Scales for Identifying Gifted Students (SIGS-2) (Routledge, 2021)
- GATES-2: Gifted and Talented Evaluation Scales—Second Edition (PRO-ED, 2015)
- Gifted Evaluation Scale-Fourth Edition Complete Kit (GES-4) (Hawthorne, 2018)
- Portfolio of outstanding student work as evaluated by an assessment committee comprised of at least three educators, one of whom is the gifted education specialist
- MAP scores
- Formal classroom observations by persons knowledgeable about characteristics of gifted students

APPENDIX H: DEFINITIONS OF TERMS (as used in this manual)

Academic areas — Language arts, sciences, mathematics, social studies, or any combination of these areas

Acceleration — Acceleration is an academic intervention that moves students through an educational program at a rate faster or at an age that is younger than typical; academic acceleration can include grade skipping, moving ahead in just one subject, early entrance to college, and other ways of moving a student ahead to more challenging coursework

Affective areas — Unique social and emotional needs of gifted students

Benchmark test — A benchmark test is given across many classes, an entire grade level, a whole school, or across a district; the purpose of a benchmark test is to understand if students have mastered specific standards and are ready to move on

DESE — Missouri Department of Elementary and Secondary Education

Differentiated Instruction — A planned curriculum which emphasizes high level cognitive and affective processes, instructional strategies which respond to the individual learning styles and abilities of gifted students, and an appropriate delivery system for these services

Direct Instruction — Certificated teacher of the gifted directing or facilitating a group of identified gifted students in appropriately differentiated activities

Fine arts areas — Music, visual, and performing arts

Gifted Resource Teacher (GRT) — A teacher who provides approvable services to identified gifted students in grades 9-12

Gifted Students — Those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that their continued educational growth and stimulation could best be served by an academic environment beyond that offered in regular public school programs

Individualized Instruction — A program designed to accommodate the educational needs, interests, and learning styles of each student served

Interdisciplinary Instruction — Courses of study that include several academic areas (science, mathematics, communication arts, social studies) in a related whole

Instructional Personnel — Professionals holding appropriate certification who provide instructional services to gifted students

PEGS Program (PEGS) — Program for Exceptionally Gifted Students – a full-time program of instruction for students whose academic abilities are so far beyond the “typical” gifted student that their needs cannot be met within a regular gifted program setting; the teacher code for PEGS programs is PEGS

Resource Room Teacher (RRT) — A teacher who provides direct instruction to groups of identified gifted students who are “pulled out” of the regular classroom for one or more sessions per week

Screening and Placement Process — A systematic set of steps including universal screening, further evaluation, and a determination of students who need special educational services beyond those provided for superior students

Special Class Teacher (SCT) — A teacher who provides direct instruction to classes of identified gifted students who are assigned to that class on a daily basis for one or more periods a day

Universal Screening — A process in which all students in a given grade are administered a common measure (or set of measures) of abilities and characteristics that indicate a need for specialized services